

**MEAP**

**MICHIGAN  
EDUCATIONAL  
ASSESSMENT  
PROGRAM**

**High School Test  
in  
Writing:**

**Part 1 - Session 2: Reporting and Reflecting**

***Released Scoring Guide  
Spring 2003***

**PART 1: WRITING****SESSION 2: REPORTING AND REFLECTING****DIRECTIONS:**

You will have approximately 40 minutes in which to write a response to the writing topic below. You will be given additional time, if necessary.

Page 18 of this test booklet contains the scoring guide for Reporting and Reflecting that will be used to score your response. You may want to review the scorepoint descriptions before you begin to write.

You may use a dictionary, thesaurus, spelling book, and/or grammar book at any time during this session of the test.

**WRITING TOPIC:**

We have provided you with a piece of writing from a high school student. Look over the piece that we have provided on page 13.

**Explore the strengths and/or weaknesses of the piece of student writing we have provided. You must use specific details from the writing to clearly illustrate and support the points you make.**

Your audience will be interested adult readers.

You may use the blank space on pages 14–17 of this test booklet for notes, freewriting, outlining, or clustering.

**THE FINAL COPY OF YOUR RESPONSE MUST BE WRITTEN IN YOUR  
PART 1 – SESSION 2 ANSWER FOLDER.**

**STUDENT SAMPLE**

The dictionary defines mature as becoming fully developed or ripe. Many people that think they are mature are not. I've only been around on this earth for 18 years. There hasn't been much change in my life time out I have noticed the way kids act in comparison to the way kids used to act when I was one. The respect issue. Children now have no respect for older people. If there is no respect, the person is not mature. I don't think that respect will start coming from them suddenly either. There will always be that disrespect I think. They will probably never mature. I used to think I was mature. I wasn't. I wasn't at all. One day I just realized how stupid I acted, and I started seeing how I should act. In many ways I'm still immature, I still have much to learn before I mature totally. I don't have a problem with that. Being immature for a little while is ok, and that depends on what way you are immature. It is a way to leave the stressful times and just be young again.

When I was young, my parents would buy everything for me. They would always tell me that one day I'd have to buy my own stuff. Eventually when I was about 16, they stopped. I had to buy everything, from clothes, extra snack food I wanted, etc. I have friends that still get all they want. When they get out into the real world, it's gonna be tough on them. I appreciate the things I have much more now that I have to buy them. It's a more mature thing I respect them more.

I guess I mainly feel that the issue of being mature, is summed up in a word or 2. Respect. When you can respect everyone for who and what they are, you are a mature human being. Many people are immature.

**Michigan Educational Assessment Program High School Test**  
**Part 1: Writing—Session 2: Reporting and Reflecting**  
**Holistic Scorepoint Descriptions**

**Here is an explanation of what readers think about as they score your writing.**

- 4**     The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be surface feature errors, but they do not interfere with meaning.
- 3**     The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2**     The written response demonstrates limited ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Surface feature errors may make the writing awkward to read.
- 1**     The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about the writing sample. There is little discernible shape or direction. There is little control over voice and tone. Surface feature errors may make the writing difficult to read.

**Condition codes for unratable papers:**

- A**     Copies and/or revises student sample, making no connection to the question asked.
- B**     Insufficient, Off-topic, Illegible
- C**     Written in a language other than English
- D**     Blank/refused to respond
- E**     Summarizes the student sample, making no connection to the question asked.

[High School Test in Writing Part 1 - Session 2 Score Points 1 and 2](#)

[High School Test in Writing Part 1 - Session 2 Score Points 3 and 4](#)